

# AMERICAN JOURNAL OF EDUCATION

UNIVERSAL EDUCATION—THE SAFETY OF A REPUBLIC.

VOL. IX.

ST. LOUIS, MAY, 1876.

No. 5.

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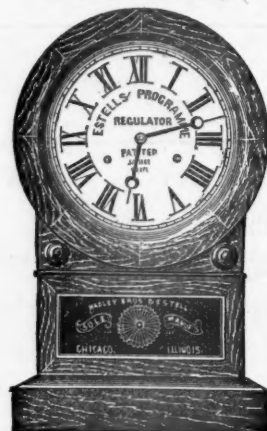
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## HON. E. B. NEELY.

THE croakers who say that ability is not appreciated in educational work should read the following which we clip from the St. Joseph "Herald":

"The election of Prof. E. B. Neely to the superintendency of the St. Joseph public schools Thursday night for the thirteenth time was a deserved compliment to a worthy man and a just appreciation of his high qualifications and valuable services. His re-election was unanimous, as it should have been. Mr. Neely has now been at the head of the public schools of St. Joseph for twelve consecutive years, and to him belongs chiefly the credit due for the excellent methods upon which they are conducted. The friends of the schools and popular education in St. Joseph have confidence Mr. Neely, and endorse the reward of his retention."

Since reading the above we have looked into the most creditable exhibit of school work the St. Joseph schools have forwarded to the Centennial Committee for the Educational Department of Missouri's showing at Philadelphia, and we find, as we expected to find, the work compares very favorably with the best. St. Joseph should be proud of her schools! They are an honor to the State.



J. B. MERWIN ..... EDITOR.

ST. LOUIS, MAY, 1876.

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THE pupils in the St. Louis public schools have been giving a series of concerts and exhibitions the past two weeks, which have greatly interested and delighted the people, as well they might, for the music has been of a high order and the declamation specially fine.

Mercantile Library Hall has been crowded at each entertainment, and while a good sum has been realized for the "Centennial Exhibition Fund" a far more valuable and practical work has been accomplished in the way of showing the taxpayers the culture and training which is being given the children. Over five hundred pupils, selected from some half-dozen different schools, each evening, under the leadership of the several music teachers employed by the school board, sang with a precision and power which must go far to settle the question, with the people at least, as to the value and efficiency of those who have charge of this special branch of education.

The influence for good of the musical training which is being given to the forty thousand children in the public schools of this city, is beyond all computation, and that the culture is real and substantial, was evinced from the fact that on each occasion the several music teachers, each in turn, took the more than five hundred pupils through, without a break, not only difficult compositions, comprising songs, duets and choruses of our composers, but up into a most beautiful and perfect rendering of classical music by Von Weber and other great artists.

WE do not by any means endorse all that the writers for this journal say in the articles published over or under their own signature.

We must necessarily give, in the discussion of the various phases of the question—"how best to educate the people," a wide latitude of expression, and temperate discussion will not injure any question.

THE Centennial Exhibition, as our readers are aware, is to be formally opened May 10, and continue until November next—every day except Sunday. We are glad the managers had the good sense and stamina to close the grounds to the public on Sunday. There is by far too much of a disposition manifested to ignore the law of God in regard to the proper observance of the Sabbath or seventh day, and if our friends from abroad come, they come expecting to obey our laws and conform to the requirements of our institutions while here. The cessation of labor on Sunday is an American Christian Institution, to be observed as much during 1876 as any other year.

WE cannot afford space to publish the complaints which come to us from all directions in regard to the "thief," A. B. Israel, and his agents. He has been exposed often before, and school officers ought by this time to know better than to fool away the money of the people, these hard times, in patronizing this swindle by paying four or five times as much for goods as would be charged for the same article by reputable and responsible houses in St. Louis. If our teachers and school officers would read more, they would keep better posted, and save the cost of papers many times over.

School officers and editors will do the public an essential service, if they will republish the warning given in our last issue by Dr. Shannon, State Superintendent of Schools, against this thief, A. B. Israel, and his agents.

Israel has been swindling the public for years in this same way, and Hon. Newton Bateman, while State Superintendent of Illinois, published the scoundrel as a thief and a robber.

We hope Dr. Shannon's article, entitled "An Outrageous Swindle," will find its way into every paper in the State.

WE are obliged to reject a number of articles because they simply and only find fault with the school law and school officers. Almost any one can find fault. There is no virtue or help in simply finding fault. If you can suggest a practical remedy for existing evils you will do an essential service. This is what we need now—a remedy for the evil—give us the remedy. Articles which show the better way—articles which inspire—articles which teach. There is always room for these—if not, we will make room, if we have to enlarge again.

—Every friend of education should use his utmost influence to secure the nomination for the Legislature of the ablest advocates of popular education.

—Judge Mitchel decided that women are ineligible to the office of County Superintendent in Iowa. Immediately the Legislature enacted that "no person shall be deemed ineligible by reason of sex, to any school office in the State of Iowa." Sensible! Iowa has eleven female County Superintendents.

In the United States there are about seven millions of youths of school age. At least one-half of this number do not appear on the school register, either because they have not the opportunity or have not the inclination. Three millions and a half of children are absent from school. The thought is appalling. What a mass of ignorance and worthlessness to be turned loose upon the country. These ranks will fill our jails and penitentiaries and supply the gallows with hardened victims for the next generation. Crime and ignorance go hand in hand. We will reap the harvest in due time.

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## COMPULSORY EDUCATION.

BY DEXTER A. HAWKINS.

THE "Act to secure to children the benefits of elementary education" in the State of New York has been in operation nearly a year. The Superintendent of Truancy for the city of New York, Mr. Alexander M. Stanton, a gentleman of ripe culture and deeply interested in public education, has just made his first annual report to the Board of Education. It covers ten months of practical operation of the law, namely, from March to January. In this great city it took two months—January and February—to organize the necessary machinery to put the law in force.

The truant officers in applying this law have thus far used almost exclusively moral rather than legal means. They made the people acquainted with its requirements, and endeavored to give them a taste of its benefits before proceeding to rigorous enforcement. Many timid friends of education feared that such a law could not be enforced at all, or, if enforced, that it would excite great opposition. The Superintendent of Truancy, on the other hand, was of the opinion that the law itself was perfectly practicable, easily enforced, and so beneficent in its operations that it had only to be made known to parents to become almost universally popular. The result has already proved that he was quite correct.

In order to carry out the law at all, it became necessary first to take a census of all the school children in the city between the ages of eight and fourteen, their residences, and the names of their parents or custodians. From the fact that the Board of Education never, in its whole history, had taken a census of the school children of the city, though in other parts of the State it is now taken annually, they were quite at a loss how to do it, and spent more time and labor than was necessary, and obtained at last a very imperfect census. But, such as it was, it enabled the truant officers by the first of March to commence operations. The city was divided into eight districts, and a truant agent appointed for each. These agents are presided over and directed by Mr. Stanton, to whom, as Superintendent of Truancy, they report weekly.

Notice of the law and of its general requirements was given at every house in the city. The police to some extent aided the truant officers. Through the census list of children coming within the law, and the daily reports of the public schools, the agents were soon able to get track of a large number of absentees in each district. Notices were immediately served upon their parents or custodians. If this did not cause the attendance of the pupil, the truant agent then visited in person the home of the truant, investigated the cause of his absence, and, unless it was one of the causes allowed by law, required him to attend school. The amount

of labor of this character performed by the truant agents appears by the following table:

Total number of cases investigated.....	10,180
Number of children kept home by parents.....	2,270
Number kept home by sickness.....	1,520
Number kept home by poverty.....	506
Number whose residence could not be found.....	1,690
Total number not classed as truants.....	5,995
Number of truants returned to school.....	2,015
Number of habitual truants returned to school.....	537
Number of non-attendants placed in school.....	1,121
Number withdrawn from school.....	385
Number of destitute children supplied with clothing, and thereby enabled to attend school.....	26
Number of children committed to the care of the Commissioners of Charities and Correction.....	44
Number of children committed to the Society for the Reformation of Juvenile Delinquents.....	10
No. placed in and withdrawn from school.....	4,194

Nationality of the parents of those enumerated in the above table:

American, 1,091; German, 1,434; Irish, 4,457; other nationalities, 753; unknown, 2,453; total, 10,180.

To the happy surprise of the truant agents, they soon found that the parents, instead of opposing their efforts, were ready to aid them in every way in their power; and in many instances the parents themselves would send to the truant officer to come and help them put their children in school. Every parent, however poor, is desirous to have his children get on better in the world than he has himself. After being long enough in this country to understand the spirit of our institutions, and the open and free road to success that lies before every one here who is willing to travel in it, he sees that the first and surest guaranty of prosperity and comfort is education; and that the only way to raise his boy from the lowest grade of human occupation to a higher, more lucrative, comfortable and respectable employment, is to send him to school. The parent, from his own hard experience, sees and feels this more than the child; hence the parents are the first converts to the wisdom and beneficence of this law.

The above table shows the remarkable fact, that in more than half of the cases of truancy investigated, the parents are Irish. A table has just been compiled of all the arrests made in this city for the last fifteen years, and the nationality of the parties arrested. It turns out that more than half of all the parties arrested in this city within the last fifteen years are Irish. The tables of illiteracy and pauperism of the city show that a similar proportion of the paupers and illiterates are of this race also.

The Irish for centuries, down to a very short time, at home, have had no system of free public schools similar to what we have in this country. They have grown up for generations under a system of parochial schools and parochial education. While this is a great deal better than none at all—and hence the parties who established it, in countries that were with-

out free public schools, deserve great credit for so doing—yet it is in no country to be compared in its results with a government system of free public schools like what prevails in all the free school States of our country.

The Irish possess no lack of capacity for education, and for acquiring wealth, and for keeping out of the hands of the police. It is only necessary for them to live a generation or two in this country, so as to become thoroughly Americanized in their habits and education, and to grow up under a rigorous system of public schools, instead of a lax method of parochial training, to show very different results in the tables of illiteracy, pauperism, and crime. It is a very encouraging fact that so many Irish parents appeal to the truant officers every day to aid them in compelling their children to go to school. Mr. Stanton says:

"It is in all cases left with parents to decide what schools they desire to have their children attend, and no discrimination is ever made in favor of any of the free charitable schools of our city. I wish here to acknowledge the valuable services rendered by the Children's Aid Society and the Female Guardian Society. They have clothed and cared for a number of children whose abject poverty was brought to their notice by the agents of this department, and who, had it not been for their timely aid, would have been unable to attend school. Cases of truancy are regularly reported from their schools, and receive the same care and attention as those from our public schools. There have been placed in these schools 227 children, and in the parochial schools 235. From the parochial schools no reports were received. The agents are, however, occasionally called upon to look after cases of truancy among the children attending them."

Whenever it is found that the child cannot be controlled by its parents, they are persuaded themselves to select some reformatory institution for their child, and to place him there, instead of having him brought before the court and committed by a magistrate. In this way, in a large number of cases, the desired result is attained without resort to the courts.

During the ten months eighty-seven complaints were made before the police justices, warrants issued, and the habitual truants arrested, brought before them, and disposed of as follows:

Number of children committed to care of Commissioners of Public Charities and Correction.....	44
Released.....	26
Escaped.....	8
Captured and returned.....	3
Not captured.....	6
Committed to House of Refuge for theft, on complaint of Warden, while under sentence for truancy.....	2
Total.....	44
Number of children committed to the care of the Society for Reformation of Juvenile Delinquents.....	16
Released.....	3

Remaining under care of Society.....	13
Total.....	16

The nationalities of the parents of those committed are: Irish, 41; English, 4; German, 6; Scotch, 1; American, 6; Jews, 2.

The object of the truant officers in bringing cases before the courts is purely reformatory; and so good is the effect of this law in this direction that it has already been found that the children released from the institutions to which they were temporarily committed are now regular in their attendance upon school, and exemplary in their conduct.

Number of warrants procured.....	87
Number committed.....	60
Complaints withdrawn by order of Superintendent.....	15
Number of complaints dismissed by justice.....	7
Number placed on probation by justice.....	9
Number of warrants not yet served.....	3
Total.....	87

The registered number of pupils in the public primary and grammar schools in February 1874, was 106,302; the number in Nov., 1875, was 115,129. The industrial schools show a similar increase. The parochial schools have also very largely increased their attendance, although, from their not being under government supervision, we have no definite statistics; but, from the best information obtained by the Superintendent of Truancy, it is safe to assume that in one year this law has added 15,000 to the number of children receiving regular instruction, either in public or private schools, in the city of New York alone.

The daily average attendance in the public primary, grammar, and industrial schools has increased 7,614 in ten months; or, in other words, in ten months, and at an expense for that period of only \$14,355 83, nearly 8,000 children have been induced to abandon a course of idleness and vagrancy, fitting them to become paupers and criminals, and to enter upon a life of industry and instruction, such as will prepare them to become thrifty, intelligent and law-abiding citizens. The Superintendent goes on to say that—

This flattering result is due in a large degree to the enforcement of the compulsory education law, and it may from year to year be steadily and greatly increased without materially adding to the expense, simply by a more systematic application of the law.

1. We must by an annual census of school children learn how many children come within the law, where they reside, and who are their parents and custodians.

2. For the purpose of this law, if for no other, the city should be divided into school districts, and each child be required to be accounted for at the school of his district. If he is to attend any other school than this he should be required to have a permit so to do, and to have this and the number of the school where he is attending entered upon the record of the district to which he by residence belongs.



The results so far achieved encourage further efforts in the same direction; and with the aid of larger experience, and additional legislation if any be needed, it may be hoped that the largest expectations of the promoters of compulsory education will be realized.

NEW YORK, 1876.

### "THE PUPIL."

WE come now to consider the object upon which and for which the teacher is to labor. The child is a compound being, compound of body and mind. It is with the mind more than with the body, that the teacher is concerned; and yet he finds such an intimate connection between the mental and physical organism, that he is compelled to give careful attention to the health and care of the body. The body is the only instrument through which the mind manifests itself, and it is with the manifestations thus made that the teacher is concerned. The ease and freedom, and to a large extent, the character of the mind's actions, depend upon the condition of the body; and this depends largely upon the amount and quality of food, clothing, exercise, and air. The last two of these are under the immediate control of the teacher during the attendance of the child at school, and the first two can, to a greater or less extent, be modified by his influence. Exercise and pure air at the proper temperature, are of paramount importance. Great pains should be taken by the builders of our school houses to so construct them, that an abundant supply of pure air, properly heated, should be constantly admitted to each room, and the impure air as constantly withdrawn. Our teachers should become thoroughly conversant with the plans of heating and ventilation, and regulate their rooms accordingly.

Such physical exercise should be given by the practice of light gymnastics, or otherwise, as the teacher in his discretion should deem beneficial. The object of these exercises is not to develop the muscle, but for rest; and they should be continued only long enough to give the recreation needed. Much can be done to correct bad habits in dress, by judicious advice, privately given in most cases. Instructions upon the injurious and beneficial effects of different kinds of food and modes of dress, should be given from time to time.

*The mind*—The teacher has to do chiefly with mind; and yet it is a remarkable fact that the average teacher knows less of the nature and laws of mental growth and of mental activity, than of any other subject with which he has to deal. The man who should undertake to prescribe for the sick, having no knowledge of the physical organism, is not more of a quack than he, who, utterly ignorant of the science of mind, assumes to direct the development and cultivation of it. It is especially important that the teacher should know in what the mind of the child differs

from that of the adult, in order that the mistakes may not be made of attempting to nourish one upon the food alone adapted to the other. It is not my intention to do more than to suggest in a general way the preparatory work to be done by the teacher in this and some other departments; but he who would work intelligently must know the order of the development of the faculties of the intellect, and the method of instruction adapted to each stage. He must know something also of the laws of memory, of imagination and of reason. He should understand the action of the mind in its three distinct manifestations of Intellect, Sensibility, and Will, and the order of their dependence, so as he may know how not only to obtain the intellectual results desired, but also to secure the greatest possible development of the moral nature as well. Every successful teacher of long experience has unconsciously learned much of this from observation, just as the person with a natural taste for music or painting will, by constant practice, learn without a master the fundamental rules of his art.

E. W.

WASHINGTON, IND.

### Psychology of Intellectual Culture.

BY L. F. SOLDAN.

IN our schools a sacred regard is paid to the facts. The teachers are told what facts they must teach. The greater part of the recitation, or maybe the whole recitation, is devoted to examining whether the pupils know the facts of the lesson, the written examinations of the week are to show what facts are remembered, the review questions call for the facts of the study. The school compares its work with the work of other schools by means of general written examinations, which, according to the nature of examinations, must test the facts. I mention this, not in the way of criticism; on the contrary, school instruction that does not lay the proper stress upon fact knowledge is next to valueless; but I speak of it in order to show that while the side of material culture is able to take care of itself, we ought to inquire into the other just as necessary side of education, that of formal culture.

Education that looks to material culture is satisfied if a pupil *remember* a fact. Education that will lead to formal culture inquires: In what way can I by the presentation of this fact make the pupil active? What can I make the pupil do with this fact besides remembering it? What faculties can I cause to be active in addition to memory and language? Although material culture is accompanied by some formal culture at any rate it is the duty of the educator to inquire how can it be made to yield all the formal culture that is possible in connection with it.

If we hear complaints that school instruction does too little for the culture side of human nature, I hold that the meaning of this is not that public

opinion asks for the addition of a few more studies, but it demands that the present studies be taught in such a way that they give training beyond mechanical memory training and the corresponding stereotype expression by language. All instruction must result in both material and formal culture; if it does not, it is one-sided and not of high order. Trained ability without the basis of knowledge is about as poor a result of school education as a knowledge of facts without the ability to use them. The pupil must be taught not only the *data* of science but must learn what to do with them. No fact must be passed over before it has been used as much as possible to call the pupil's mental powers into activity. Knowledge must be converted into skill, spontaneous action into habit. Knowledge is the raw material out of which thought is made, but it is not thought itself. In considering what kind of culture a study can be made to give, we must see what powers of the mind can be made active by it.

The principal phases of the intellect in the acquisition of knowledge are Perception, Conception, Thought; and the test whether instruction has been imparted in such a way that not knowledge alone but also culture be the result, is, that each of these three faculties have been called into operation in absorbing knowledge, as much as the character of the study allows. Not all knowledge can be gained through perception—instruction in history, for instance, must appeal to a higher faculty, that of conception. But as a rule whatever our education wishes to convert into thought must lead to it by appealing to the lower faculty and by making its transition to thought thence. Not that perception is higher than thought, for one thought embodies the truth of a thousand perceptions; but that thought is conditioned by perception. Beginning with infancy one act of perception clings to other acts of perception in endless chains and groups. Then the mind unites these groups into images which show the type of all kindred perception in one unity. Thus the mind by its own activity oversteps the limits of the sensuous world and forms conceptions out of the raw material of perception. Conception is the order which the mind brings into the chaos of sensuous perception. Subsequent to this process in place of the mental image that unites the typical features of all perceptions, the mind creates a sign to stand for the picture: mind invents the word. In remembering the word instead of the mental image the mind rejects the last vestige of the sensuous and now possesses an idea that is altogether the product of mental work. We have traced the acquisition of the sensuous fact to the point where the sensuous element vanishes and the word, the creation of imagination, takes its place. There is no more important activity than this; without this process culture is illusory. The mind must find sufficient practice in

coining the perception into the gold of conception and thought. If a mistaken educational theory hurries over this process it cuts off the mainspring of intellectual life by discarding altogether the action of perception and by appealing directly to conception, or word memory, the result will be the mere shadow of information, a kind of sham culture. Thought is the slowly ripening fruit of the tree of knowledge of which perception is the root, without which it will wither. The subject-matter, as far as it can be taught to children, is of perceptive nature. To teach perceptive truth by disregarding perception is like teaching the blind the theory of colors by means of musical sounds. Not Percepts and Concepts are to be taught, but the acts of conception and perception. Not the concept and percept of others are the exclusive material out of which the mind is to be shaped, but it must build itself by being made to form perceptions, conceptions and thoughts of its own and enrich itself by its own growth. All these are dependent on the will, and their culture entails the culture of the character.

A study gives mental culture in the degree it furnishes material for the exercise of these faculties. Hence studies ought to be taught not merely according to logical laws of science, but according to the psychological laws of the mind that is to grasp them.

### SCHOOL SUPERVISION.

MORE or less opposition to the school law is made on the ground of the expense of the supervision. This opposition does not come from the intelligent and enterprising citizens of our State. It comes from men who know nothing about the school law or its workings. They care but little about the future prosperity of the State. They love darkness rather than light, because ignorance has blinded their eyes. Office-seekers and place-hunters aim to prejudice the people. What folly!

The entire official expense of carrying on the school system during the years of 1873-4 was only 4 1-2 per cent of the money collected. For the years 1875-6 it will be less than 4 1-2 per cent. It is a little humiliating to Tennessee to allow Dr. Sears, Agent of the Peabody Fund, to furnish money to pay for carrying on the State Superintendent's Department. It is in exceedingly bad grace that we raise the question of expense when we know that the great State of Tennessee refuses to pay her State Superintendent a living salary. It is, if possible, in worse grace that we raise the question of the expense of county supervision. If all the money paid County Superintendents was turned over to the school fund it would not prolong the schools beyond *five days*. How much better off would the people of Tennessee be if supervision were abolished and the schools made *five days longer*?

## "OBSERVER," ONCE MORE.

My Dear Observer:

THOUGH you and I have not the pleasure of an intimate personal acquaintance I am satisfied you will excuse the familiarity of my address when you recall the patronizing air and fatherly spirit of your article, in the February number of the JOURNAL, in which you pay your respects to "our young Superintendent." I am endowed with very delicate sensibilities, and am therefore grateful for the tenderness of your treatment, and for the patience you manifest in laboring to correct my errors. Let me quote from the article in question, and bear with me while I comment on it.

You say: "He says the article itself [your first] is a tissue of exaggerations, false statements, baseless assumptions, and non-logical deliverances. 'Gross misrepresentation,' 'an enemy of popular education,' 'grown bold through extended forbearance,' etc., are expressions that come naturally from the ready pen of our young Superintendent."

I plead guilty to all this indictment, except so much as is embraced in the complimentary allusion to my "ready pen," which modesty compels me to except.

You continue: "I shall not imitate his style, nor imbibe his spirit. I desire simply to sustain my position." [I am sorry you have not been able to gratify this longing.] "I do not make unfounded assertions." [I am sorry you said this; for, painful as the duty is, it is, nevertheless, my duty to point out several that you have made.] "No opponent has ever succeeded in successfully denying statements of facts as deliberately made by me."

Would it not be well to leave the settlement of this point to the readers of what you and your "opponents" write? Forgive the suggestion. I admit that it may not be just the proper one for a "young" man, though he is Superintendent, to make to one so much older than himself (I presume from your language you are my elder); but young men are proverbially indiscreet, if not immodest. Let this fact be my apology and my defense.

Do you mean to intimate that I am too young to dispute with you? Too young to speak out publicly concerning important facts within the range of my knowledge? Come now, for pity's sake don't belittle me and reprove me thus publicly. How can I bear it? Besides, you ought the rather to enlighten my ignorance, and tell me what is the regulation age. To what period of life shall a man attain before he is justified in entertaining and expressing his own opinions? Or, do you mean that I am too young to undertake a defense of public education? This may be; but you will forgive my temerity when you reflect that I was put in charge of the public school system of the State, and that the law expressly commands me to do all in my power to elevate and im-

prove the standard of public education.

Perhaps I misapprehend your thought. Perhaps you mean that my language is too emphatic and earnest for one so young. I explain. There is an extenuating circumstance in the fact that I am an Irishman, and you know the Irish are impetuous. You may say I had no business being Irish; but I do not see how I could well avoid the fact. My father, before me, was Irish, and it is hardly fair to visit the sins of the father on the son.

My dear Observer, I hope I have sufficiently apologized for my youth. By the way, since I come to reflect, the sizes and ages of my four daughters, with five years between the first and second, four and a half between the second and third, and—well, no matter as to the difference between the third and fourth—would indicate that I am not *extremely* young, at all. As I understand it, you object to the manner, not the matter, of my answer. No? Well, let us see.

You remember you made a good many statements which I said, modestly, were not exactly in line with truth. I proved it;—you proved it in your second article, and I will still further satisfy you by reviving a little of this proof.

You said that "until recently about \$96,000 of these State funds went to county school commissioners." I flatly contradicted the statement and referred you to the law of 1870. You tacitly admit the blunder, for you entirely ignore this point in your rejoinder, though you assumed this ground with a bluster and flourish of trumpets. Now, Observer, please forgive me for quoting from your last: "no opponent has ever succeeded in successfully denying statements of facts as deliberately made by me." Oh! but perhaps this "fact" was not *deliberately* stated. Is that it? Then, I would respectfully suggest that your age and your calling ought to cause you to deliberate a little before you venture to assert anything.

You said that "over \$150,000 had been spent to get the Kirksville Normal started. A small part of this was furnished by Kirksville and vicinity, and the remainder by the State." I denied the statement, and I now reiterate the denial.

In your second article you undertake to explain the statement by explaining that the State first gave \$50,000 and has given \$40,000 since, in annual appropriations. This makes \$90,000, which is a major part of the \$150,000 spent to get the school started. You must have blushed, Observer, on account of the predicament which impelled you to undertake such an explanation (?) It is my time to criticize, and I tell you I have rarely seen such wonderful "dodging," outside the political arena. Even in that field I have not seen it surpassed. What does "started" mean? Started does not mean "started," does it, when you are driven to the wall and are asked to define the

word. You would say that start means to give a commencement and to keep going:—starting is an operation continuous, and continuing over 4—5—(please say how many years?). For shame, that you would resort to such a subterfuge! It is curious that you should have used the word in any such sense, when you name the precise sum (\$150,000) which was spent (whether honestly or dishonestly no matter at this point of the argument) to start the school. You know that you did not so use it.

You ask, with apparent surprise, "does Mr. Shannon mean to say that Kirksville and vicinity furnished \$100,000 toward the erection of the building?" Mr. Shannon's language was unequivocal, plain and unmistakable. He said, and he repeats, that of the \$150,000 of which Observer spoke as having been spent on building and grounds ("to get the school started") Kirksville and vicinity contributed \$100,000. You said Kirksville and vicinity contributed "a small part of the \$150,000." I put my original question: Is two-thirds of a given amount "a small part" thereof?

Did it not occur to you that by asking this question,—if it was candidly asked, for information,—you exhibited your ignorance of an important fact? and that too, a fact about which you professed to have such a large fund of information? Thus, you confirm what I stated in my first article, namely: that those who wanted information would do well to appeal to some one better posted than yourself.

I stated that you were ignorant of that which you professed to know. If you are not satisfied with the demonstration I made I will cite one other instance. In your first article you asserted that the State gives to the Cape Girardeau school \$5,000 annually; and notwithstanding I charged you with writing recklessly, and tried to put you on your guard, you repeat the statement in your second article. Let me tell you, the State gives that school, also, \$10,000 annually.

Before bidding you farewell, Observer, let me intimate to you that I have considerably foreborne to expose several blunders you made. I see no necessity, present or prospective, to the school system, to utterly annihilate any one.

I am, with the respect due from youth to age, and, under official responsibility, Yours, Truly,

R. D. SHANNON.

JEFFERSON CITY, 1876.

We find many men opposing free schools who know nothing about them. It is a little strange that this subject is so poorly understood in the South. The politicians who assume to instruct the people are exceedingly careful to stand aloof from this question. We have often wondered why such is the case. It must be because they love darkness better than light. When the people learn to read and think for themselves their occupation will be gone.

## TOOLS TO WORK WITH.

THE best teachers and superintendents not only see the necessity of having tools to work with in the school room, but they are urging in official reports, school officers to supply these things.

Prof. S. S. Griswold of Hopkinton, R. I., says:

"After expending large sums of money in building school houses, it seems unreasonable that a small sum should be denied to make the houses in the highest degree useful. The mechanic needs tools, our houses furniture, so our school houses should have all necessary outfits.

Under this head I would include blackboards, charts, maps, globes, outline maps, dictionaries, and all that is necessary to illustrate the various branches taught, or that should be taught in our schools. For, let it be remembered, that our common schools should be made competent to the extent of the necessities of our children.

Most of our schools are very deficient in apparatus nearly *absolutely necessary* to the proper illustration of the several studies. The dictionary should lie on every teacher's desk, and be of free access to every pupil. By the consent of nearly all of the districts to take out of their next appropriation a sufficient sum to purchase Webster's Unabridged, I intend to put said dictionary on the teacher's table in every school house in the town. And I would recommend that each district annually appropriate out of their school money, or raise it by tax, for such apparatus and maps, as their school demands. In this way each school house might soon be furnished with requisite means or objects for illustration."

**SOUTH CAROLINA MOVING.**—The Legislature of South Carolina have just passed the following resolution for the reorganization of their school system:

"Be it Resolved by the Senate, the House of Representatives concurring, That James H. Carlisle, President of Wofford College, R. T. Greener, Professor South Carolina University, C. H. Judson, President Furman University, M. A. Warren, Principal State Normal School, Dr. Grier, President Erskine College, Dr. Cook of Claflin University, J. K. Jillson, State Superintendent of Education, and Hon. H. J. Maxwell, be appointed a commission to consider and perfect suitable regulations for the reorganization of the free common schools of this State, and that the said commission be requested to report the same to the next session of the General Assembly." Two hundred and fifty thousand dollars has been appropriated for the support and maintenance of free common schools for the fiscal year commencing Nov. 1, 1875.

SAY some of the good things about this journal which you say to us, to your friends, and so get them to read it and circulate it—it will do good.





### Look on This Picture!

The "Old School House," desolate, unattractive, leaky, the doors off the hinges, greased paper over the cracks in the logs for windows, and the traditional "Old Slab Puncheon Seat," the legs, as you see, sticking up through a couple of inches—rough—squeaky! What a place in which to confine and educate *your child*. It reminds one of Whittier's graphic description of the school house of his early days:

"Within the master's desk is seen,  
Deep scarred with raps official;  
The warping floor, the battered seats,  
The jack-knife's carved initial," etc.

Years ago Horace Mann declared that there was "no other class of buildings erected either for temporary or permanent residence of our population, so inconvenient, so uncomfortable, so dangerous to health by their construction within, or so ungainly and repulsive in their appearance without." Not jails, or poor-houses, blacksmith shops, saw mills, or barns were so unworthy a civilized community, as the buildings in which the future growth and life of the nation was moulded.

There is no other class of buildings within our limits, and never will be, erected either for temporary or permanent use of either native or foreign population, upon which more thought and care and earnest effort should be spent, than upon those in which our children are to be educated.

The people begin to realize the fact that the surroundings of the children form an essential and important element in their education, and we hope the parents and the tax-payers will sustain the school officers and teachers in their efforts not only to build neat and comfortable school buildings, but to furnish them properly and pleasantly, so that the time of the teacher and the pupil can be used to the best advantage.

In the building and furnishing of a school house, the expense is distributed over the property of the whole district, so that it comes to be a very small item for each individual—hence the best, which experience and science demands, should be secured.

Let us then see to it that in erecting a school house it be made *healthful*, cheerful and attractive, fill the yard with shade trees, and the house with blackboards, maps, globes, charts, and desks, which aid the pupils to learn, and which contribute directly to their health and comfort.

Another point should be remembered, and that is that money will be saved, even in building a small school house, by employing some good architect, who will see that contractors do the work according to the plans and specifications.

Before much can be done towards training or educating the children, the teachers must have a place to teach, and have it furnished with proper desks and seats.

At the request of a number of school officers and teachers we republish the following report on locating and building a school house, made by a committee to the State Teachers' Association:

Your committee deem the location and building of a school house of so much importance that there should never be a mistake in the selection of the one or the construction and furnishing of the other. We therefore suggest the following to school boards, and all others interested:

1. A house of minimum size should never be less than 24x32, and better still, 28x40; the height should be from 12 to 16 feet. It should contain in addition to the school room proper, a clothes room for boys and a separate one for the girls.

2. Each room should have windows on at least two sides, and always so constructed that they can be let down from the top.

3. The doors of the school room should never open directly to the weather, but always into a hall or lobby.

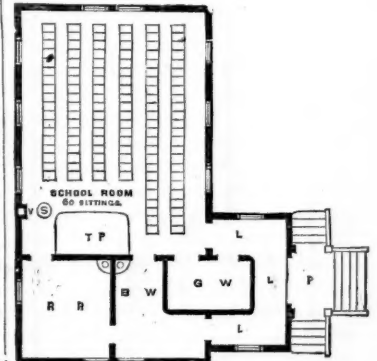


### And Then on This.

#### A MODERN SCHOOL HOUSE.

The above cut represents a modern built house, which will be an ornament to any neighborhood, and it can be erected and furnished for from \$1,200 to \$1,500.

The following is the ground plan and its explanation:



T P—Teacher's Platform.

V—Ventilation Register.

R R—Recitation Room.

B W—Boys' Wardrobe.

G W—Girls' Wardrobe.

L L—Lobby or Hall.

P—Porch.

ENCLOSE stamps to answer inquiries. We put less than a peck of postal cards into our waste basket every day, simply because we cannot afford to look up information and write it, and pay postage for the privilege.

SEND us items of the progress of your schools, and we shall be glad to publish them. There is a vast amount being done in all the States, and yet there is room for more.

SEND 15 cents if you want to see sample copies of this journal.

4. Ventilating flues should be considered as much a necessity as smoke flues.

5. If the building is to be heated with stoves, there is little use for a cellar.

6. Hard-finish blackboards, from three to four feet wide, should be put upon the walls wherever there is room for them. Holbrook's Liquid Slating has been thoroughly tested for years, and is the best in use for this purpose.

7. The windows should have inside or outside blinds.

8. Two or more adjacent rooms may be separated by sliding partitions, so that they can be used together as one room when occasion requires.

9. A house containing from one to three rooms, should be but one story high; for four, six, or eight rooms, the house should be but two stories in height; for a larger number, a three story building is the simplest and cheapest structure.

10. Every school designed for both sexes, no matter whether it be large or small, should have separate playgrounds, out-buildings, stairways, clothes rooms, etc., but both sexes may properly come to the same room for study and recitation.

STRONG WORDS.—A valued correspondent at Bowling Green, Kentucky, writes us that: "The common schools of Kentucky, under the leadership and inspiration of State Superintendent Henderson, are making a most admirable impression all over the State. There are, however, some facts which ought not to be overlooked, and must not be ignored. Less than one-fourth of the 500,000 children of school age are in attendance."

Public men in responsible positions seem to forget that crime and pauperism, and increased taxation must inevitably be the result of this non-attendance."

WE stop all papers when the time for which they have been paid expires.



J. B. MERWIN ..... EDITOR.

ST. LOUIS, MAY, 1876.

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## WHY STRIKE AT EDUCATION?

ALL educators who have had occasion to consult the reports of the United States Commissioner of Education, know that they contain the most valuable statistics in relation not only to all the educational systems of the States, but also of all the colleges, schools of science, and professional schools in the United States; in fact, the statistical tables alone make this report indispensable to all who have in any way to do with educational statistics, or educational work.

As furnishing the means of measuring the progress of education in the different States, it is literally the only authority, its abstracts of the official State reports giving the salient facts of each community in the only accessible form. Its summary of the annual progress of education in foreign countries is also very valuable. In addition to its annual reports, the occasional publications upon topics of special interest to educators are most highly esteemed.

It is but just to say that this bureau, founded at the solicitation of the educators of the country, has more than fulfilled the expectations of its promoters, and has done and is doing a valuable and needed work for the people, especially in the South and West.

It has never been adequately supported, and the efficient Commissioner, General John Eaton, has been obliged to omit much that demanded attention, simply because the force furnished him was inadequate. Some idea of the work of the bureau can be formed from the following abstract which we find in the "Detroit Daily Post": "The correspondence of the office is very large. In 1875 replies to inquiries required 4,000 letters, in addition to which 3,500 acknowledgments were sent, and a single investigation required the writing of 8,000 letters, in addition to the current correspondence of the bureau. The translator of the bureau during the

past year has examined some 32,000 pages of foreign educational matter, and has translated 500 printed pages in full, as well as numerous letters from disaffected foreign countries, replies to which were written by him, at the dictation of the Commissioner. From 50,000 to 60,000 printed pages of official educational reports, as well as a large number of manuscripts, were examined in the preparation of the 488 pages of abstracts contained in the last annual report. The number of educational institutions in correspondence with the Bureau of Education in 1870 was 831, in 1875 the number had increased to 6,083. The annual report of the bureau for 1870 contained 579 pages; that for 1874 contained 1,087 pages. The information contained in Commissioner Eaton's report is invaluable, reliable, and can be found in no other work."

We learn from the report of the Appropriation Committee, that it is seriously proposed to paralyze this bureau, whose efficient working is of such value to the cause of education throughout the country.

The number of employees and their salaries are reduced in the same proportion as in all the other departments by this bill, the misfortune in this case being that instead of having too large a force, this bureau has always been short handed, but of this no complaint is made. Leaving the force and their salaries in as good shape as in other offices, the committee proceed to take away all possibility of their being of any service. Last year there was appropriated for salaries \$18,360. This year this is reduced to \$14,890; last year there was appropriated for the work of the office; for stationery, keeping up the library, for fuel and lights, office furniture, contingencies, and for collecting statistics and writing and compiling matter for annual and special reports, and publishing circulars of information (that is for all the publications of the office by which it serves the educators of the country) \$17,210. This year for all these purposes the committee appropriate \$1,210. Our readers will see what we meant in speaking of paralyzing the office, when they understand that for the stationery to be used by the office in its correspondence, and in preparing the manuscripts for its publications, Congress appropriated last year \$2,000. Eight hundred dollars more for paper to write on than it is now proposed to give for all purposes. For "contingencies" last year \$10,600 were appropriated.

This course is as wise as it would be to buy a cotton factory, fill it with machinery, and hands whose wages were to be regularly paid, and then refuse to buy a bale of cotton to be manufactured. All this is done under the specious plea of "economy," but the educators of the land, who have been satisfied with the working of this bureau, will ask first, why so much is taken from education?—\$19,470 out of the pitiful sum of \$35,579, which was all that was appro-

riated last year. This reduction is a far larger pro-rata amount than is taken from any other department of the government except the Court of Claims, from which the committee cut off the whole amount asked for the purpose of paying adjudicated claims.

Secondly, they will ask, If you refuse to give the means to provide work, why pay the workers?

Your economy is either too great or too small.

## WARP AND WOOF.

NEITHER the death nor the life of the merchant prince who died last month in New York City is worthy of consideration on the ground simply of his enormous wealth. But when the fact of that wealth is considered in connection with its presuppositions, his life and career become the text for most valuable thought. For, in the first place, it is impossible for a man to acquire such wealth as did Alexander T. Stewart, and to hold it so firmly through all the financial crises which have had their day during his business life through mere luck or chance. The very fact of such success implies a cause, and that cause in the man himself. When a man starts with six thousand dollars, and in legitimate business year by year, works his way upward through tens and hundreds of thousands and millions, till his property at his death is estimated at tens of millions, we may be sure that he has earned his money by brain power. Such success as this is to be respected, for nothing more surely demonstrates the power of the human mind.

It must be noticed that Mr. Stewart possessed two sources of power which are not very frequently united: the one, the ability to grasp wide circles of thought, to appreciate and measure great events, and to calculate their probable bearing; and the other, the power of appreciating details, even the most minute. He was not moved by the civil war which broke down so many fortunes, simply because he had foreseen the storm, calculated its effects, and provided for them, as the captain of a vessel trims his sails at the bidding of the mercury in his barometer.

At the same time there was no morning when he did not himself thoroughly inspect every department of his immense retail warehouse, knowing the proper price of every smallest article, with regard to its quality and workmanship, of both of which he was an unerring judge.

It was the rare combination of these two widely diverse powers that earned his success.

We more commonly find the two distinct, and thus more frequent failure than success. It is the difference between the so-called theoretical man and the practical man. Mr. Stewart's business was making money, and he succeeded perfectly. But the same powers turned in the direction of any other business would have insured success with the same certainty.

Let us for one moment look at the business of teaching. How often do we see a teacher, all of whose theories are good, whose knowledge is profound and varied, whose wide-reaching grasp of principles is strong, and who yet fails in his work because he has not the power of giving his attention to details, either of management or of teaching. Again, how often do we see one whose whole work seems composed of petty details, who is conscientious and faithful, "careful and troubled about many things," but whose work falls to pieces for want of the thread of the ideal or theoretical. One of these characters would seem to be the warp and one the woof of a successful teacher, but neither warp nor woof can hold its place without the other.

It would seem that in either case the evil might be somewhat remedied by judicious effort. At any rate the effort should be made by any one who is conscious of want of success. To cultivate the generalizing power the study of the abstract sciences and of languages would seem to furnish the most ready means; to cultivate the power over details, the natural sciences.

We do not mean to be understood that the natural sciences may not help the generalizing power, or that language does not concern itself with details. The fact is that any science, like any business mind, must be composed also both of warp and woof—a warp of generalization and a woof of details, but we make nevertheless the suggestion above with a hope that it may perhaps meet the thought of some reader, and prove of help.

## EDUCATION FOR WORK.

TO the thinking man it is evident that the nations of the world are about to pass through a severe struggle for industrial supremacy. The test of power is no longer to be the battle-field, but the market-place. And as affairs now stand, the United States is in art products far behind her competitors across the Atlantic, and if she does not want to sink into a mere dependency, she must turn her attention more to the duty of educating her people for work.

Then it is clear that the education of our schools, judged by its fruits, is not sufficiently practical. Under the influence of our system of instruction, young men are too apt to seek employments that engage chiefly the head, and neglect those that call for the use of the hands. In other words, there is truth in the complaint that the education of the day is apt to create a distaste for labor. As a consequence, the professions are thronged, and there is a fearful pressing forward of able-bodied young men for clerkships, agencies, offices, and other light kinds of business, while skillful workmen are sadly needed in our mills and workshops, and on our farms.

Further, it may be said that, as a rule, the more skill that is put into a



work of art, the greater is the profit to the workman. The man who can produce nothing better than a plain, rough article, receives small compensation for his labor, while the finished artist may make a fortune at a single stroke. The surest way for a working man to increase his wages, is for him to become more skillful in his occupation. A kind of education that will enable him to do this, will elevate labor and enrich the State.—[Penn. School Journal.]

The above we copy, because it ought to be read by our people. There is still a prejudice in some sections against labor. The opposition to free schools grows out of the idea that the masses need not be educated.

#### THE NATIONAL ASSOCIATION.

THE National Educational Association will meet this year in Baltimore, Md. The session will open July 10, and continue three days.

Arrangements have been made to hold an "International Educational Congress" at the close of the National Association, opening the evening of July 12. We learn from Prof. Wm. F. Phelps, President of the National Teacher's Association that "a cordial welcome will be extended by the authorities and citizens of Baltimore and a grand occasion is promised such as no teacher can afford to miss."

Prof. Phelps says: "I expect to send you details of all the arrangements in ample time for publication in the June number of the JOURNAL." We hope for something better than "Centennial rates" for members of the National Association. If they can be secured we shall publish it in the June number. Meantime we hope our teachers from the South and West will be prepared to go.

#### HAS IT BEEN DONE?

WE know very well the anxiety and mortification many of our best teachers feel because of the slipshod way the finances in many districts are managed. Teachers after working faithfully and earning their money are put off with "school warrants" instead of receiving the cash, which they are by law entitled to. This is all wrong, and all unnecessary. The State Superintendent has sent out proper blanks, we have published the "forms for estimates," and urged teachers and school officers to see to it that the provisions of the law, in relation to taxes for school purposes, was complied with, and yet after all this letters pour in upon us from all sections of the West and South, from both teachers and school officers, stating that, owing to the large amount of delinquent taxes, they are unable to collect money enough to meet their obligations, and in many cases they have had to discontinue the schools. Not only this, but teachers have been turned out in mid-winter without money, and without employment. We put it mildly when we say "these things ought not to be."

We called attention to this matter

last season in a series of articles. We not only urged action on the part of those interested, but we pointed out a way to remedy the evil. Our teachers must be paid.

They earn their money. If they do not, they should be dismissed at once. Provision must be made by the school directors and trustees to meet all obligations promptly. The law is specific and plain. The property of the State must educate the children of the State. Non-residents who own property must be taxed to pay for the improvements made—to pay for schools, to pay for bridges, to pay for court-houses, and to maintain civil order.

These questions ought to be met fairly and squarely. How much money do you need in your district for 1875-6 to pay teachers, to discharge previous indebtedness, to keep school houses in repair, for fuel, for seats, for globes, maps, and blackboards?

These items should all be talked over and ample provision made to meet all these contingencies. Has it been done? If not, can it not be done without further delay?

Of course, every necessary item should be included to defray the legitimate expenses of the school, and to pay any and all previous indebtedness, but let us urge again upon school officers and teachers to see to it that liberal estimates be made for teachers' salaries, so that payment can be made promptly at the end of each month.

#### Complete Course of Study for Primary and Secondary Education.

WE print below the course of study from the new work by Dr. Thomas Hill, noticed in our last number: "The True Order of Studies." It will be observed that Dr. Hill classifies the branches of the course under five heads: (1) Mathematics; (2) Natural History; (3) History; (4) Psychology; (5) Theology. The defects of the classification appear in (3) history, under which he is obliged to heap, in a confused manner, the great fields of literature, philology, æsthetic art, with chirography, rhetoric, and the social and political sciences generally. Considering the part which these play and ought to play in education, we confess to some surprise that Dr. Hill should have slighted them in favor of mathematics and natural science. Certainly the most important part of education is to initiate the youth into the elements of civilization, into a knowledge of the institutions of his race whereby he may inherit what is accumulated of realized reason and learn to avail himself of the wisdom of his fellows and to combine with them in society. If we were to suggest an improvement in the classification we should make two divisions: A—relating to nature; B—relating to man. We should subdivide A into (1) topics relating to nature considered inorganically—under which would fall mathematics (laws of time and space), physics ("natural history") chemistry; and astronomy

(2) nature considered in its organic aspect—under which would fall geography, natural history (botany, zoology, physiology, and studies relating to the organism of plants and animals) meteorology, geology, etc. (Dr. Hill has made natural history include topics that belong to the inorganic world, whereas a better arrangement would seem to be to let "physics" include the inorganic, and let natural history be co-ordinate with it as including organic and cyclic phases of nature).

The most important part of the course of study falls under B—the studies relating to man. These should fall into three subdivisions:

I. Studies which open towards *theoretical man* (the intellect), which include (a) philological studies—the grammatical phases of language, including the technicalities of reading and writing, (b) logic—which has a close affinity with grammar, (c) mental philosophy (metaphysics, psychology, history of philosophy, etc.)

II. Studies which open towards *practical man* (the will), which include (a) civil history (1st, of one's own country; 2d, general history), (b) the study of civil government (Constitution of United States, etc.), (c) political economy and various branches of sociology, (d) jurisprudence (e) ethics, (f) natural theology and the philosophy of religion.

III. Studies which relate to *æsthetic man* (to his taste and his symbolical activity), which includes (a) literature (*first*, of one's own language—as collected for common school pupils in the series of "Readers," for advanced students in histories and cyclopædias of literature; *second*, of foreign languages), (b) rhetoricals (composition, declamation, etc.), (c) fine arts (music, especially in the form of singing and reading music; drawing, free hand, geometrical, &c.; historical study of the great epochs of Art, with consideration of masterpieces in architecture, sculpture, painting, and music).

#### A CURRICULUM.

ALPHABET OR SUB-PRIMARY SCHOOL  
For children from five to eight years old

1. Mathematics—Building with little bricks and blocks, playing with geometrical puzzles or tangrams, drawing geometrical figures; counting beans, and grouping them, keeping time in music, afterwards learning the Arabic figures.

2. Natural History—Equilibrium, breaking joints in their block buildings, gathering and naming stones, plants, and insects; afterwards learning the names of their own limbs and bones; and the simplest facts of geography, illustrated by a globe, rectified in the actual sunshine.

3. History—Singing by rote, and afterwards by note; phonetic analysis of words, reading phonotype, and in the last year common print. Drawing from copies and natural objects. Careful subjection to the rules of the school and incidental instruction.

4. Psychology—Very little and purely incidental.

5. Theology—Incidental, from presence at devotional exercises, etc.

#### II. PRIMARY SCHOOL

For children from eight to eleven years old.

1. Mathematics—Theorems of geometry as facts, without reasons. Drawing. The four simple rules of written arithmetic, in whole numbers and decimals, practiced as an art, not studied as a science. Keeping time in music.

2. Natural History.—Incidental instruction on the sensible properties of the body, degrees and kinds of hardness, elasticity, fluidity, etc. Afterwards on rust, combustion, soap-making, fermentation, etc. Examination of minerals, plants and animals, and learning to recognize them: Geography from the globe.

3. History—Visits to shops, farms, factories, etc. Draw, sing and begin on the piano, if convenient at home. Reading and writing, both common hand and phonography; keeping in shorthand a brief diary; and writing in long hand letters to other children and little stories. Oral instruction in history of the United States.

4. Psychology—As before.

5. Theology—Incidental instruction directed chiefly to cultivation of a reverent and devout spirit, rather than to any theological opinions.

#### III. GRAMMAR SCHOOLS

For children from eleven to fourteen years old.

1. Mathematics—Plane geometry. Mental and written arithmetic, except evolution. Use of logarithms.

2. Natural History—Astronomy in simple form. Physical geography, maps. Elementary mechanics. Incidental chemistry. Botany, zoology, anatomy.

3. History—Oral accounts of inventions, and discoveries. Continue drawing and singing, introducing landscapes and part-singing. Commit to memory selections from the best poetry. Read French without grammar or dictionary. Towards the close learn the parts of speech, and take the elements of grammar. Continue the history of the United States and begin that of England and the Jews.

4 and 5. Psychology and Theology—As before, the incidental instruction being based partly now upon the readings from the Bible.

#### IV. HIGH SCHOOL

For scholars from fourteen to seventeen years old.

1. Mathematics—Solid geometry, algebra, trigonometry and its applications. Brief review of arithmetic, with evolution, and practice in logarithms. Analytic geometry. For scholars of higher ability, the rudiments of calculus, and of quaternions, orally imparted.

2. Natural History—Elements of acoustics, optics, and theoretics. Physical geography. Geology. Elements of chemistry, electricity, and magnetism. Physiology, botany and zoology.

3. History—History of agriculture, manufactures and commerce. Drawing and music. Continue to read French as before, and take up the study of Latin. Afterwards read German as you did the French, and take up the rudiments of Greek. Take successively histories of England, and of Greece and Rome. Constitution of the United States, with oral instruction on constitutional law.

4. Psychology—Begin elements of intellectual philosophy, criticism and ethics.

5. Theology—The incidental instruction from the Bible reading and from history may become more full and explicit.

#### V. COLLEGE

For scholars from seventeen to twenty-one years old.

1. Mathematics (Only for those of mathematical ability.)—Analytic geometry as affected by the calculus. Elements of modern inventions, quaternions, stigmatics, kinematics, etc. Lectures on the methods of the mathematics.

2. Natural History (Reserved for those of special taste for these studies.)—Analytical mechanics, applied to optics, thermotics, astronomy, etc., etc. Chemistry, botany, zoology, geology.

3. History—Political economy, rhetoric. Writing on themes. Extemporaneous debate. Declamation of the student's own writing. Constitutional law. History of the Greeks, Romans, Jews, and English. For those of special tastes, music and other arts, or languages and philology.

4. Psychology—Metaphysics, logic, aesthetics, ethics.

5. Theology—Natural theology, evidences of Christianity.

#### "GOOD SCHOOLS AND CHURCHES."

MR. D. M. N. CAMPBELL writes to the editor of "The News," Dennison, Texas, a letter from which we extract the following:

EVERGREEN, AVOYLES PARISH, Louisiana, 1876.

Editor News—There are quite a number of small farmers, residing in this community, that would like to purchase a small home in some good section of country, where the lands are good, good society, good schools, and churches. They wish to know if yours is a grain country; the price of land to rent or purchase, improved or unimproved; if plenty of water and timber; and does your community, generally, desire an energetic people, with but small means, but honest.

In reply to the above questions we would say that to the class of people mentioned—energetic and honest—no county in the State offers better inducements than Grayson, and in no part of the country would they be more warmly welcomed.

Improved farms on patented lands can be had at from \$6 to \$15 per acre, according to size, and quality of improvements. They can be rented, and the usual terms are one-third of the grain and one-fourth of

the cotton, or a money rental of from \$2 to \$4 per acre.

Society is as good as can be found anywhere; every neighborhood has its church, and also its free school, which is maintained four months in the year, while in the city the schools are continued ten months.

Taxes in this county are ordinarily about one per cent. Just now we are building a fine court-house, and this season they will be one and a half per cent. The county has not one dollar of bonded indebtedness, and is paying for her improvements as they are made. In short, the county is in a healthy and prosperous condition, and offers an attractive field for energetic and thrifty people seeking new homes.

#### Texas Editorial and Press Association.

The Fourth Annual Convention of the Texas Editorial and Press Association will be held at Jefferson, on Wednesday, the seventh day of June, 1876. The matter of getting printing paper and types cheaper than heretofore will come up for action.

The Association has now about one hundred members, representing all the principal and important journals of this State. Editors and publishers not yet connected with this Association, can become members at any time. Application blanks will be sent to them upon request, and a book has been published containing the constitution, by-laws, charter and proceedings of the Association, which can be had by sending fifty cents to the Secretary, C. G. Vogel, Houston.

#### "AN UNFORTUNATE MISTAKE."

DR. R. D. SHANNON, State Superintendent of Public Schools of Missouri, says, in regard to the article in the new constitution on "revenue and taxation":

"In so far as it relates to school taxes, it is, in the present stage of our State's beginning development, an *unfortunate mistake*, if not a serious blunder. Ten years hence it might work little hardship; but at present the limit of taxation is too restricted. There are almost whole counties in the southeastern and southwestern portions of the State that cannot sustain schools for three months in the year with the amount realized from the rate of taxation allowed. Yet if schools are not taught at least three months the constitution compels the withholding of all public school moneys—State, county and township. Thus we will have localities not provided with public schools, and thus, counties whose growth and development will be seriously retarded, which are rich in minerals or fertile in soil, and teeming with the elements that make a State grand, opulent and powerful. Thus all the sources of revenue that we can command will not augment in proportion to the State's increasing demands, and thus the whole State will suffer. I am greatly mistaken if the interests of the State will not at an early day

require and secure an amendment to the constitution in this particular."

Great care should be exercised in the levy and collection of taxes so as to give the new law a fair trial.

#### ANOTHER GOOD MOVE.

PROF. C. M. WOODWARD, of Washington University, proposes to organize a class for ladies in "Mechanical or Line Drawing." He says an experience of several years has convinced him that all persons of average intelligence can, without serious difficulty, learn to execute with neatness and accuracy all the ordinary drawings of the architect, the civil, the mechanical and the mining engineer. The strictly mathematical principles needed in all such work are very few and of the simplest character.

Prof. Woodward says: "My plan is to admit to my class ladies not less than seventeen years of age, and give them three lessons per week in Mechanical Drawing and Descriptive Geometry. Descriptive Geometry deals with the relative positions of points, lines and angles in space, and is the basis upon which all Line Drawing rests, including the correct representation of Shades, Shadows, and Perspective. Some knowledge of Plane and Solid Geometry is necessary at the outset. Each member of the class must furnish her own drawing instruments, board and paper. No text book is necessary. Those requesting it will receive free tuition. Those preferring to pay for the instruction will be charged fifty cents per fesson. The hours of instruction will be from three to four o'clock on Mondays and Wednesday, and from nine to ten o'clock on Saturdays. The class will meet in the east room on the first floor of the University building, on Seventeenth street and Washington avenue. Applications may be made to me at any time.

I wish it distinctly understood that while I have a high opinion of the value of drawing as a means of culture, and an accomplishment of which any woman may well be proud, I urge it more especially as a means of independent self-support. A skillful draughtswoman can scarcely fail to find some use for her skill if she seek employment, either in a draughting room or in teaching. It seems to me probable that there is soon to be an active demand for teachers competent to teach Free-hand and Mechanical Drawing, with Brush-shading and Coloring, in all our schools. As to office-work, I see no reason why a limited number of ladies could not find immediate and permanent work."

HORACE MANN said: "If man moves in harmony with the physical universe around him, it prospers and blesses all his works, lends him its resistless strength, endues him with its unerring skill, enriches him with its boundless wealth, and fills his body with strength, celerity and joy. But woe to the people or the man who, through ignorance or through def-

ance, contends against the visible mechanism or the invisible chemistry of nature's laws. Whoever will not learn and obey these laws, her lightnings blast, her waters drown, her fires consume, her pestilences extinguish; and she could crush the whole human race beneath her wheels, nor feel shock or vibration from the contact."

#### OUR EDUCATIONAL CREED.

WE most heartily endorse the following from the "Utah Journal of Education." It is decidedly good:

"We believe in that system of education that will prepare the rising generation the most thoroughly to discharge the duties of American citizenship.

We believe that it is the duty of the State to provide for the education of the children, irrespective of sex, race, color or condition.

We believe that the broad fundamental truths of morality and correct living as set forth in the Bible are the foundation of all true education.

We believe that the profession of teaching is second to none in point of honor and influence, and therefore the people have a right to demand of its members the highest possible qualifications.

We believe that educated labor deserves as great a compensation in our profession as in any other, and that a cheap teacher is the synonym of a poor teacher.

We believe that the union of church and State in educational matters is detrimental to the best interests of our country.

We believe that women are by nature as well qualified to be teachers as men, and that when they do equal work they should have equal pay.

We believe that it is the duty of every teacher to attend Teachers' Institutes, read educational journals, etc., and thus keep up with the times in regard to the best methods of school management."

How to INSURE SUCCESS.—The State Superintendent makes the following summary of what is necessary to success in the public schools. He says:

"As before stated, our public schools rely for their support upon the sympathies and co-operation of the people, and this sympathy and this co-operation can only be secured by making the system in every way worthy; and to do this we must have:

First—An efficient, paid, county superintendency.

Second—Trained teachers.

Third—Prompt and liberal payments.

Fourth—A system of county or State taxation.

Fifth—Less changes in the employment of teachers.

Sixth—Good and comfortable school houses."

When the people see the advantages of efficient supervision in other States and counties; when they realize the



deplorable condition of education in the rural districts of the State, and when they are convinced that no other agency can insure success, they will demand an efficient county superintendency.

#### THE TEACHER'S EXAMPLE.

"Another day's work ended; yes, another week gone, and it is Friday night. O dear, how tired I am! and yet, I have done nothing this week. My record is a blank, however that of my scholars may have been. If one could only know she were doing some good in the world. But for me, I'm all the time in doubt about that."

So reflected the little teacher, Miss A, of the little district school of B, as she walked homeward at the close of the day and week. She had been through trials of a peculiar kind that very day. Nothing seemed to go right. She had been disobeyed, two boys had been quarrelling, and some of the lessons were poor. She was ambitious, and the progress seemed backward. Yet Miss A. was conscientious. To do her duty was her motto. "Survive or perish," she was resolved to stand by that motto.

Among other trials which had the effect to dishearten her, the school board had just decided to remove the Bible from the school out of deference to a few who had objected to its use therein. This was like the last feather on the camel's back; that book she loved and followed.

"Followed," did I say? Aye; and therein was the secret of a power and a beauty possessed by our young heroine—all faithful teachers are heroic! She followed Him who was to her personally the great Teacher. To be like him was her ambition, cherished in her heart of hearts, away from the sight of the world.

Was it then such a great loss to the little school, that the mere reading of a portion of the Bible in the morning must now be dispensed with? No; not so long as Miss A. should be the incumbent. For why? She was to that little flock more than she was aware, the "living epistle known and read by them," as she went in and out, or even walked across the floor. But having a very humble notion of herself, she did not know how indispensable she had become in the little neighborhood. Those pupils and their parents, too, were all the time reading the Bible in or through the teacher. She was the living, walking illustration of the true, the beautiful and the good qualities she had derived from the, to her, book of books.

She was indeed the oracle of the large boys. "Teacher says so and so," "Our teacher does so," or "would not do so," were common remarks on the way from school or while at home. She was not aware of it, but more than one of those rather uncouth big boys was in love with her, and would have risked his life for her! However that may have been, yet Miss A. went to her boarding place with heart cast down.

While passing a house she heard

unpleasant sounds near the door. A large boy, not of her school, was pouncing upon another half his size, in payment of some supposed injury.

The sister of the former was crying out to him, "Stop! Our teacher says it's mean to worry those that are smaller than you are; it isn't doing as you would be done by."

This short speech by the little peacemaker had a great effect in two directions. It put to shame the bully, so that he sneaked off; and it was overheard by Miss A. It was like a tonic to the weary teacher. It was reward enough for the toils of the week. She hadn't lived nor taught in vain. Here was a token; it had come unsought. The "golden rule," worth more than the "rule of three," had been learned by one at least, and then re-taught in one household. Her week's work had not been in vain.

On the coming Sabbath with new joy she joined in the worship at the place of prayer, and added her voice in the response, "Weeping may endure for a night, but joy cometh in the morning;" and this also, "In the morning sow thy seed, and in the evening withhold not thy hand; for thou knowest not whether shall prosper, either this or that." E. N.

MARYVILLE, Tenn.

#### THE TEACHERS CAN DO IT.

THE demand for good schools is imperative; it must be supplied. There is just one way to meet this demand; and that is to have a corps of able teachers in the field, who are capable of teaching, and who are able and willing to defend the system of public schools. It devolves upon our teachers to enlighten the people. The people who pay the taxes need instruction. We have too many drones in the schools—teachers who have to be carried; we want intelligent, earnest and enthusiastic workers.

A good teacher can accomplish as much outside the school room as inside by arousing an interest among the people on the subject of education; he can show them the great necessity existing for well organized schools; and so help establish a good school in every district. The teacher must create an enthusiasm among the people in the cause of education. He should visit the patrons, encourage the pupils, and aim at the highest efficiency. A teacher thus equipped with persistency and sweetness of temper can exert a powerful influence, can control a neighborhood or a community, and lead them in the right direction almost at will. They can in this way lead the young step by step from the paths of vice and immorality, to industry and to studious habits and obedience.

Our common schools are the hope of the country, and about the only hope. Let us labor not only to establish them, but to popularize them, in every district. Let teachers stand pleasantly and patiently for what is true and right, and win over pupils and parents to the system of public schools, turning a deaf ear to the mere politician who attempts to over-

throw or who speaks disrespectfully of public schools.

As a teacher, I will never vote for a man who is opposed to this beneficent measure. E. M. WRIGHT.

#### Official Department.

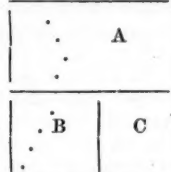
BY R. D. SHANNON.

In this department I propose to interpret the whole school law of Missouri. These brief decisions and instructions will be amplified upon request.

#### OFFICIAL DECISIONS AND OPINIONS.

Division of School District Lying in Two or More Counties.

Diagram used in April No. of Journal:



Question.—But, suppose the school house is located at A, and, on account of a water-course—represented by the dotted line—is inconvenient of access, and sometimes cannot be reached by those residing west of the stream, how can a new district be formed out of that part of the original district thus situated?

Answer.—By a majority of the votes cast at the annual meeting, only. The new district would still be in two counties (say Audrain and Boone) and hence section 23 of the law would not apply. In such case section 18 would govern.

This is a very important matter, which Commissioners would do well to remember. Several mistakes have been made on this point in the last two years, and serious complications and much trouble resulted. In one case, after the Commissioner had approved the formation, against the vote of the annual meeting, a substantial and costly school house was built. The original district refused to recognize the division, and continued to assess the property of this territory, when the supposed new district learned that it had no legal existence.

Question.—If the fractional part C, which is, for illustration, say in Callaway county, desires to separate from the other fractional parts, which are in Audrain and Boone, what steps are necessary to create a new district?

Answer.—If the new district is to comprise only the territory cut off, the meeting called to effect the separation creates the new district by a vote. The president and secretary of the meeting notify the clerk of the original district and the County Clerk and County Commissioner of their own county. The clerk of the original district should also notify his County Clerk (that is, the clerk of the county in which the school house is located).

If it is desired to attach the fraction so separated to an adjoining district in its own county, the directors of such adjoining district must be notified, and they must adjust their district lines accordingly.

If it is proposed to form a new district out of the fraction so separated, and part of the territory of an adjacent district or districts (said adjacent territory consenting) all that is necessary is for the interested district boards to adjust their respective district lines accordingly, and notify the County Clerk and County Commissioner. If the directors cannot or will not make such division, then it becomes the duty of the Commissioner to make it.

It must be remembered, in this connection, that the law does not permit any territory to be taken away from any district which lies wholly in one county, when thereby such district would be left without 30 pupils of legal school age (6 to 20).

This decision has been so fully amplified and explained because of the dissimilarity of the law in reference to the division of districts crossed by county lines and that for division of those wholly within a county, and the extraordinary privileges conferred upon a small number (it may be) by section 23 of the school law.

NOTE.—I again call attention to the fact that the constitution fixes the school age at between 6 and 20 years, and that all enumerations of children between 5 and 21 must be rejected and returned, for correction, by County Clerks and Commissioners. If this matter is not carefully watched very much annoyance to all parties concerned will result.

County Commissioners cannot teach public schools without holding a certificate, in force at the time of the commencement of the term for which they are employed.

I also call special attention to the necessity of reading carefully and remembering all decisions and directions from this office. County Commissioners should also urge district officials to read all circulars of information from this office. Nearly every day I receive questions by mail touching matters already, and long ago, fully explained. I made use of daily and weekly newspapers, of the "American Journal of Education," and of circulars of information and instruction, to inform the district and county officials of the changes made by the new constitution, and of other important facts, and yet no attention seems to be paid in some localities to the requirements of the law and the constitution. This course, if persisted in, will necessarily and unavoidably result in a hardship to some persons and localities.

JEFFERSON CITY, Mo., April 24, 1876.

HON. E. BYERSON, who is at the head of educational affairs in the Province of Ontario, says:

"I am sure your county council will feel with me how important it is to have an inspector of schools, practically acquainted with school organization, and thoroughly competent to examine and teach every pupil in the school, and to see that the students are duly classified, and that every subject of the programme is thoroughly taught, and that the school is in all respects what it ought to be, and what it can be made. Heretofore, the inspection of the school has, as a general rule, been merely nominal, because the inspectors were, for the most part, not practical teachers, and not wholly devoted to the duties of their office. The new school act is intended to remedy this evil, and give to our school system the right arm of strength, by requiring that the Inspectors be practical men, and wholly devoted to the duties of their office; and I trust your council will see that these important provisions of the act be carried into full effect, by not appointing any but a thoroughly qualified Inspector, who shall devote at least five days in the week to his work, as does any teacher."

## BOOK NOTICES.

**NORSE MYTHOLOGY; or The Religion of our Forefathers, Containing all the Myths of the Eddas, Systematized and Interpreted. With Index.** By R. B. Anderson, A. M., Professor of the Scandinavian languages in the University of Wisconsin, etc. Second edition. Chicago: S. C. Griggs & Company. 1876. For sale by Book and News Co.

The author of this volume makes the claim that "The mythology of the ancient Norsemen is more simple, earnest, miraculous, stupendous and divine than any other mythological system of which we have record." He preaches a crusade against Latinizing our English tongue: "Let us now brace and steel it with the life-water of own sweet and soft and rich and shining and clear-ringing and manly and world-ranging, ever-dearest English."

It is well for us that we have an enthusiastic guide in our first visit to the wonderland of Norse mythology. The readers may make, each for himself, such abatement as seems just and good. But all will be thankful to Professor Anderson for his labor of love in this exposition and interpretation of the mythological system of our ancestors. We may, perhaps, be permitted still to hold our veneration for the Latin and Greek sources of our civilization. Greece and Rome open to us like two great doors letting in the blaze of civilization from the East—Greece giving us theoretical and aesthetical culture (the intellect)—Rome giving us laws and the practical forms (the will) of institutions of political and civil life. What we get from our old Norse and German ancestry is not culture—not civilization—but stock. From these we derive racial proclivities and the haughty, daring, all-conquering blood which is the basis of our stubborn and progressive nationality whether Anglo-Saxon, German, or Scandinavian. In brief we get the form of our civilization (its ideas, customs and usages) from Greece and Rome, but we get the stuff of our civilization from our Teutonic ancestry. Every one who has read (with delight, of course) Kingsley's "Hypatia," or "Aslauga's Knight" of *La Motte Fouque*, has carried about with him an ideal of the invincible personal powers of the typical Norseman. In this volume of Professor Anderson's, he will have the mythological presupposition of the personal bravery of the bold Vikings who sailed the seas of Southern Europe, and became the terror of all maritime towns. The "Berserker" rage, which possessed them in battle and heightened the force of each individual to an unknown potency will find its prototype in the wrath of the old red-bearded Thor who of all the gods was a match for the giants. Thor's exploits in the land of the giants will be recognized also as the original myths from which much of the King Arthur mythology derives, as well as the popular nursery tales of "Jack the Giant-Killer" ("Jack and the Beanstalk," etc.). One should read in connection with this book the (almost inspired) essay of Carlyle on "Odin" in "Heroes and Hero Worship." Hitherto, almost the only source of information regarding Norse Mythology open to the American public, besides the essay of Carlyle was "Mallet's Northern Antiquities," which gave the "Prose Edda" of Snorro Sturleson. It was a meagre and distorted account of that "Wonder-land." All our nursery tales and all our fairy love is in some way related to that mythology and to its mirror-like reflection of the deeds and as-

pirations of the youth of our Northern Race!

Professor Anderson's work is the first attempt in the English language to print a systematic, connected account of this most important and yet most neglected phase of the life of our people. As such we welcome it; and we welcome in advance the many works which he will still write and publish supplementary to the present one. We note with pleasure that after this second edition, which has been called for in a very short interval after the first appearance of the work, its enterprising publishers, Messrs. Griggs & Co., have announced two other works on this subject by the same author, one of them being no less than a translation of the elder Edda—a very valuable contribution to our literature indeed at this time and especially welcome as a companion to the first work. Thorpe's translation of this Edda (of "Saemund the Learned"), published in London in 1866, has not found its way to this country except in rare instances.

We congratulate the publishers of this work upon the neat typographical appearance of this valuable contribution to our literature.

**LITERATURE FOR LITTLE FOLKS.** Selections from standard authors and easy lessons in composition. By Elizabeth Lloyd. Philadelphia: Sower, Potts & Co. 1866. For sale by Book and News Co.

We can commend the plan of this book. Its selections are excellent and the lessons are easy and progressive.

**THE AMERICAN NATURALIST.** Vol. X, Nos. 1, 2, 3 and 4, January to April, 1876. Published by H. O. Houghton & Co., Riverside Press, Cambridge, Mass. (Terms 35 cents a number, \$4 00 a year, postage free.)

The editorial management of this popular journal of natural science is in the hands of Dr. A. S. Packard, jr., with the assistance of eminent men of science. Under its new publishers, Messrs. Houghton & Co., who publish also the "Atlantic Monthly," its amount of matter is increased, typographical dress and illustrations greatly improved. Its contents have become more popular in character and more interesting to general readers and young naturalists. It is the journal of science-education, and for the use of science teachers.

**EXPERIMENTS IN CO-OPERATION.**—Mr. Charles Barnard, author of the article in "Scribner's Monthly" upon the Philadelphia Loan Association, recently published, and entitled "A Hundred Thousand Homes," will begin a series of articles upon commercial and industrial co-operation in the United States and Great Britain in the May number of this magazine. For this purpose he has been sent by the publishers to England and Scotland to make an exhaustive examination of the subject in all its branches. In these times of business and financial depression the thought of the country has been turned to this subject as one of the great questions of the day; and it is the intention to place the subject of co-operation before the American public in all its branches; and to give its methods of procedure, and detail its practical workings, and to report its actual social and financial results. No attention will be paid to mere history or theory, and only working plans, laws, methods and products will be considered.

**ROBERTS BROTHERS** have just ready their new edition, without illustrations, of Hamerton's "Sylvan Year" and the "Unknown River." They form one duodecimo volume, uniform with his "Chapters on Animals" and other works. His "Intel-

lectual Lite" has reached a sale of more than 10,000, and is in constant demand.

**SCRIBNER**, for May, is a brilliant number, with a table of contents embracing a great variety of interesting and profitable reading.

In an article on the prevailing corruption it speaks strongly, but not in a partisan spirit, and insists that "the remedy is with the people."

"With a Government in disgrace, with commerce paralyzed and industry starving, what do we find in Congress to give us hope? Nothing; literally nothing."

In the next Presidential election the people really desire we believe to vote for and elect a gentleman and a statesman,—a man who will associate himself in Government only with gentlemen and statesmen, and who will send only such to represent this Government abroad." Adding this truth, that "it is just as impossible to have a high-toned administration with a low-toned President as to have a high-toned household with a loafer at its head."

**LITTELL'S LIVING AGE** has just commenced a new volume, maintaining all its old attractions and each year adding new ones, publishing a great variety of articles from the leading men of the old world on literature, science, religion, commerce and the arts.

Price \$8 00 per year. It ought to be in every school library, and no teacher is doing full duty unless they are aiding and planning to establish and maintain a library.

**THE United States Official Postal Guide** for April is a large number, and contains nearly 400 pages of useful information about postal matters. Besides two alphabetical lists of all the post offices in the United States (one arranged alphabetically by States), there are also lists of money-order and letter-carrier offices, tables of domestic and foreign postage, arriving and closing of mails in the principal cities, distances by shortest mail routes, etc., etc. In short, the Guide answers every question that one is likely to ask about postal matters, and is invaluable for all who make constant use of the mails. Published by H. O. Houghton & Co., Boston. Price 50 cents.

**THE CHRISTIAN OBSERVER** appears this week as a cut and pasted pamphlet of eight folio pages, and claims to be the oldest religious newspaper in this country. In circulation, it now leads nearly all the religious papers in the South in the number of its subscribers and contributors. Since the first of the year it has added more than a thousand new subscribers to its lists. The improvement in its form is the precursor of others, for which arrangements are being made. Its editors aim to make it one of the best family religious papers in the land. Converse & Co., Publishers, Louisville, Ky.

"**THAT BANNER A HUNDRED YEARS OLD.**" Song and Chorus. Words by B. Devere; music by Eddie Fox. This is the the Great American Centennial Song, as sung through the whole country with such immense success. Price, 50 cents. The publisher proposes to give, free of charge, five beautiful photographs of the different Centennial buildings at Philadelphia, to every purchaser of this great Centennial song. These photographs are worth the price of the song alone. The song and photographs will be mailed free, upon receipt of 50 cents, to any part of the United States. W. Helmick, Publisher, Cincinnati, O.

**THE Milwaukee "Evening Wisconsin"** suggests that: "It would be a good idea for every paper to print a Patriotic Centennial Number, in its best style, for the date, or week, of July 4, 1876, to be placed on file in the Centennial Exhibition, and the whole collection for that date to be bound in substantial volumes for a permanent memorial. If every paper would also include in that number a carefully prepared outline of its own history with that of its predecessors, reproducing initial numbers in fac simile, as far as possible, with all facts at hand on the general subject, the result would be a contribution to history of first-class importance."

## Special Notices.

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## EDUCATOR'S HEADQUARTERS.

Philadelphia, Pa., July and August, 1876.

INAUGURATION JULY 5.

Address by Hon. John Eaton, U. S. Com. of Education.

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1. The magnitude of the Exposition, and its importance to Educators warrant a well organized effort to bring together the largest possible number, under the most favorable circumstances, to study and master its lessons. No true teacher can afford to lose the instruction and inspiration of this great occasion.
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We propose to hold one short session, for Institute work, daily, at the earliest morning hour practicable, (beginning at 8 o'clock until further notice.) Each session will be divided into three periods of from 30 to 40 minutes each.

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 PROF. J. C. GREENOUGH, A. M., Principal State Normal School, Providence, R. I.  
 J. B. MERWIN, Editor "American Journal of Education," St. Louis, Mo.  
 PROF. J. W. SHOEMAKER, Principal National School of Elocution and Oratory, Philadelphia.  
 PROF. WALTER SMITH, State Director of Art Education, Boston, Mass.  
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"I am glad to express to you my most hearty endorsement of your project, and our teachers, at Institute, unanimously concurred in what I now say to you. Go on, and we believe the project will be a grand success." From W. H. Shelley, City Superintendent of Public Schools, York, Pennsylvania.

"The plan seems to me a good one." From G. W. Custis Lee, President of "Washington and Lee University," Lexington, Virginia.

"Go ahead, you will succeed." From J. B. Merwin, Editor "American Journal of Education," St. Louis, Mo.

"Your project strikes me as one that responds to an absolute need of the Centennial. I am glad you have foreseen the necessity and trust you may have encouragement." From Prof. J. W. Shoemaker, A. M., Principal National School of Elocution and Oratory, Philadelphia.

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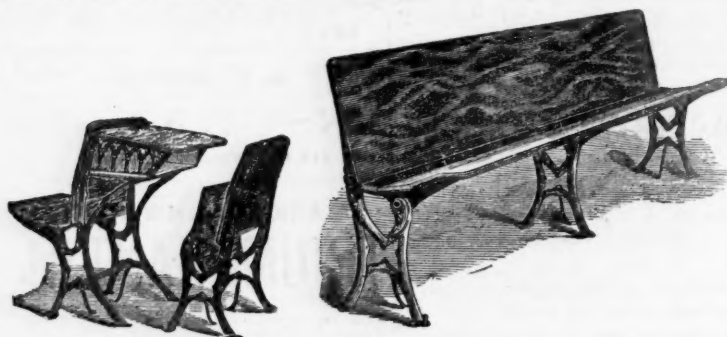
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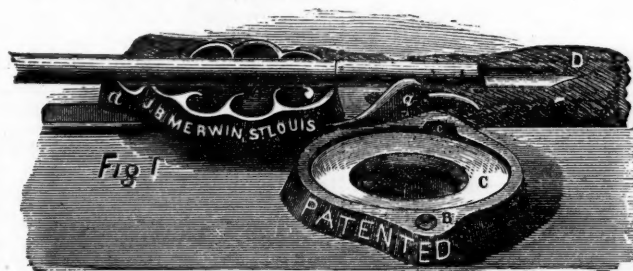
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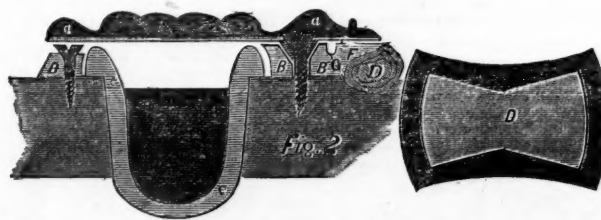
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